

See Our Collection

Grade One



OBJECTIVES

Students will classify plants and animals based on their characteristics using examples from the westward journey of Lewis and Clark and the Corps of Discovery. Students will demonstrate an understanding of certain historical figures in United States history.



CLASS TIME

Three 20- to 30-minute sessions



NATIONAL STANDARDS

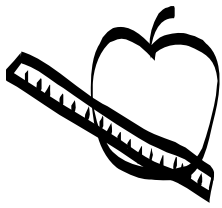
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the National Research Council for the National Science Education Standards. These standards are listed below:

- Social Studies: Time, Continuity, and Change
- Social Studies: People, Places, and Environment
- Social Studies: Science, Technology, and Society
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Science: Life Science



MATERIALS

- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- Copy of the Westward Journey Nickel Series™ Lesson Plan Resource Guide (available at www.usmint.gov/kids)
- 1 overhead projector
- Blank overhead transparencies
- Images of Lewis and Clark
- Images of Monticello
- 1 copy of a text that provides basic information about Lewis and Clark (see “Preparations”)
- Chart paper



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- Markers
- Images of plants and animals from examples listed on the “Look What We Found” worksheet
- Crayons
- Pencils



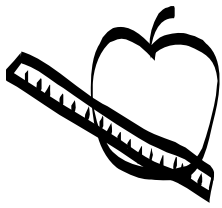
PREPARATIONS

- Make copies of the following:
 - “Lewis and Clark on The Trail” worksheet (from the Resource Guide) (1 per student)
 - “Westward Journey Nickel Series” (from the Resource Guide)
 - “Trail Plants and Animals” teacher resource sheets (2 sheets, 1 set per two students)
 - “US Plants and Animals” teacher resource sheets (3 sheets, 1 set per 18 students)
 - “Look What I Found” worksheet (1 per student)
- Make overhead transparencies of the following:
 - “Journey of Lewis and Clark Map” (from the Resource Guide)
 - “Westward Journey Nickel Series™ Reverse” (from the Resource Guide)
 - “Return to Monticello Nickel Reverse” (from the Resource Guide)
 - “Return to Monticello Nickel Obverse” (from the Resource Guide)
- Gather images of Lewis and Clark.
- Locate copies of a text that gives basic information about the Lewis and Clark Expedition, such as:
 - *Lewis and Clark: Discover the Life Of An Explorer* by Trish Kline
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *A Picture Book of Lewis and Clark* by David Adler
 - *Going Along with Lewis and Clark* by Barbara Fifer



GROUPINGS

- Whole group
- Pairs
- Small groups
- Independent work



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TERMS AND CONCEPTS

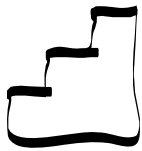
- Obverse (front)
- Reverse (back)
- Lewis and Clark's Corps of Discovery
- Louisiana Purchase
- Environment
- Botany
- Thomas Jefferson
- Keelboat
- American Indians
- Nickel
- Naturalist



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

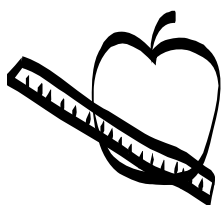
- Explorer
- Sorting
- President



STEPS

Session 1

1. Display an image of Meriwether Lewis and William Clark and explain that these men are important to our country's history. Ask the students to brainstorm ideas about what these men may have done. Explain to the class that these men led a group of explorers that called themselves the Corps of Discovery. They explored an area called Louisiana, which had recently been acquired by the United States.
2. Engage the students in a discussion about the meaning of the term "explorers," directing them to realize that an explorer is a person who goes to a new place to find new things. Have the students brainstorm the names of other explorers with whom they may be familiar, such as Christopher Columbus.
3. Display the "Return to Monticello Nickel Obverse" overhead transparency. Explain to the students that the man in the image is President Thomas Jefferson. He was the president at the time of the Lewis and Clark Expedition and he was the man who sent the Corps of Discovery on their journey.
4. Display the "Journey of Lewis and Clark Map" overhead transparency and show the students the area that Lewis and Clark explored. Note the area's position in relation to your school's location. Explain that the area was explored a long time ago. Inform the students that Lewis and Clark were soldiers who were looking for a water route across the continent to the Pacific Ocean. Tell the students that they came across many plants and animals along the way. Lewis and Clark saw new things and recorded them in their journals, as well as collected samples to bring back to President Jefferson.

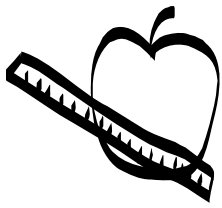


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5. Introduce the students to the selected text about Lewis and Clark. As a group, preview the text and illustrations to generate predictions about what will occur in different parts of the text. Make a chart on chart paper with two columns: “Plants” and “Animals.” Before reading the text, ask the students to pay attention to the plants and animals Lewis and Clark saw during their journey so that they can be recorded on the chart.
6. Read the text aloud. During the reading, discuss the various plants and animals and their environments. Record all responses on chart paper and add a graphic or simple sketch next to each item to help non-readers remember them. Attend to unfamiliar vocabulary and concepts.
7. Discuss the meaning of the term “environment.” Explain to the students that an environment is the area surrounding something. Environments include the conditions that affect a plant or animal’s ability to live such as temperature, sunlight, rain, and terrain (landforms). Tell the students that all living things have at least one environment in which they live best. Refer to the animals and plants on the chart and brainstorm ideas regarding their environments.
8. Display the “Lewis and Clark on the Trail” overhead transparency. Explain to the students that now they are about to draw an environment that they saw depicted in the story, including any plants and animals that Lewis and Clark saw there. Distribute a “Lewis and Clark on the Trail” worksheet to each student. Students may color their picture when they are finished drawing it. Allow enough time to finish this activity.
9. Allow the students to share their pictures and explain why they chose the items they did.

Session 2

1. Review the chart from the previous session. Discuss how all the things listed on the chart are found in nature.
2. Discuss the term “naturalist” with the students. A naturalist is a person who studies nature. Explain to them that Lewis and Clark were naturalists and collected many samples of plants and animals they saw during their journey. They used some of the methods that scientists use today, such as classifying and sorting.
3. Discuss the term “sorting” with the students. Explain that things can be sorted according to common attributes and physical characteristics.
4. Divide the students into pairs. Explain that they are going to “collect” some of the various plants and animals that Lewis and Clark collected. Refer to the chart from the previous session. Review sorting as needed.
5. Explain to the students that they will be given 6 to 8 samples of Lewis and Clark’s plants and animals (pictures found on the “Look What We Found” worksheet). They are to first sort their collection into two groups (plants and animals) and discuss the physical charac-



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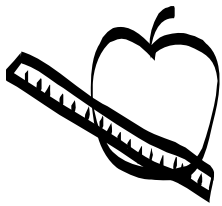
teristics of plants and animals (such as having leaves or fur, have flowers, are big, are small). Then have the students choose one of the groups (plants or animals) and sort that group even further, paying close attention to how they sorted them (for example, by how they move, by their coverings, by their type of homes). Remind the students to be ready to explain why they sorted them the way they did. Explain to them that there may be more than one way to sort them, so to try various ways.

6. Allow an appropriate amount of time to complete this activity, then discuss as a class some of the ways the students sorted their images.

Note: Before Session 3, remember to hide the enlarged images of everyday plants and animals around the classroom.

Session 3

1. Review the activity from the previous session. Display the “Westward Journey Nickel Series” overhead transparency. Explain to the students that the reverse (back) images stand for significant parts of the journey of the Corps of Discovery. Relate these to the previous discussion on Thomas Jefferson sending the Corps of Discovery out and the samples Lewis and Clark brought back.
2. Display the “Return to Monticello Nickel Reverse” overhead transparency. Ask the students what they see in the image. Display your images of Monticello. Explain to them that this is Monticello, which was the home of Thomas Jefferson. Review that Thomas Jefferson sent the Corps of Discovery out and that he displayed at Monticello some of the plants and animals they found. Explain to the students that Jefferson loved botany (the study of plants). Even though Jefferson tried to keep the plants alive, many of them did not survive because the environment at Monticello was so different from the environment out west. Explain to the students that the United States is a very large country with many different environments. Tell the students that forests, deserts, oceans, tropics, and the arctic are all environments that are found in the United States.
3. Explain to the students that today they will be sent on a “journey” to each collect one plant or animal that is hidden in the classroom. Once they have “discovered” one, they are to pick up a “Look What I Found” worksheet. On the worksheet, they will illustrate and list some of the characteristics that can be used to help sort their plant or animal and explain its environment. Remind them that this is similar to the activity from the previous session.
4. Allow an appropriate amount of time to complete this activity.
5. Once they are finished, discuss the findings as a class. Display them appropriately and ask visitors to come and visit your Discovery Museum, as Jefferson asked friends to visit Monticello and see the collection that he displayed there.



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ASSESSMENT

- Take anecdotal notes about the students' ability to meet the lesson objectives.
- Use the "Look What I Found" worksheet to evaluate the students' ability to recognize the characteristics of their plant or animal.



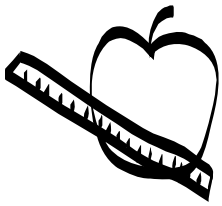
ENRICHMENTS/EXTENSIONS

- Have students sort five or six of the plants and animals from Session 3.
- Have students research where along the journey each of the plants and animals from Session 1 were found by Lewis and Clark.



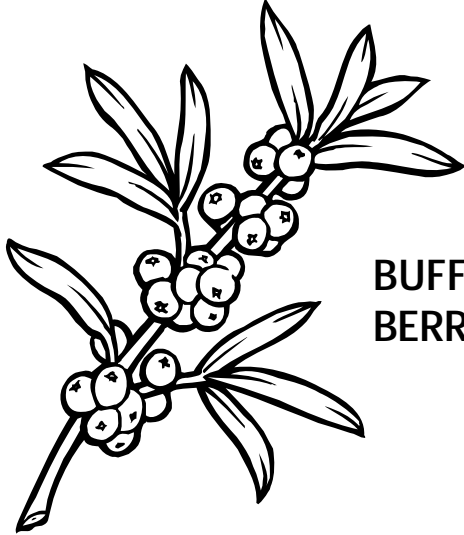
DIFFERENTIATED LEARNING OPTIONS

- Have students work in pairs to complete each of the tasks.
- Have students sort only three or four things that Lewis and Clark found.
- Have students only sort common plants and animals.



Trail Plants and Animals (1)

Teacher Resource

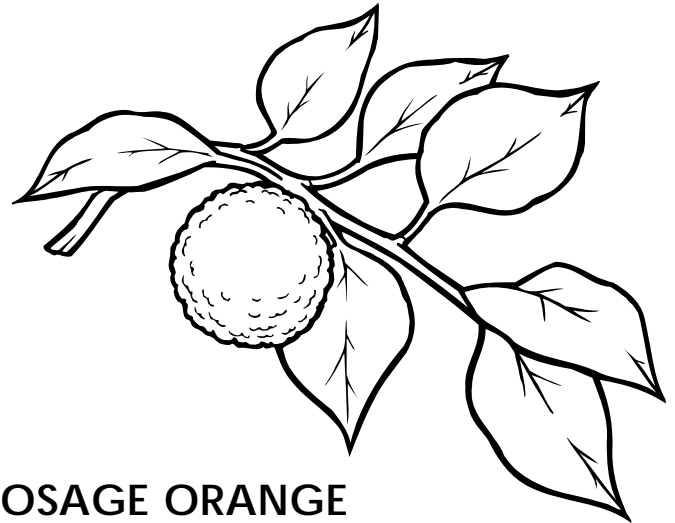


BUFFALO
BERRY

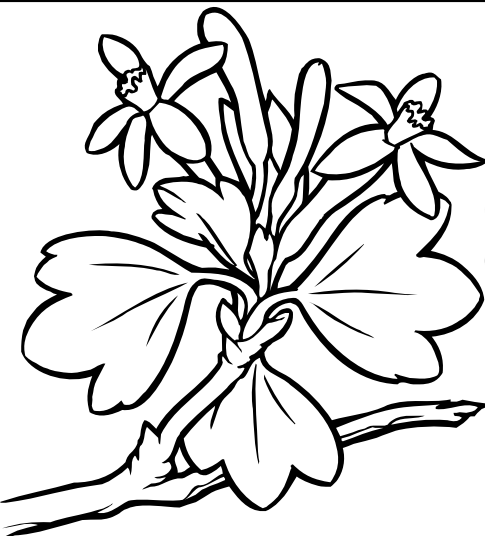
AROMATIC
ASTER



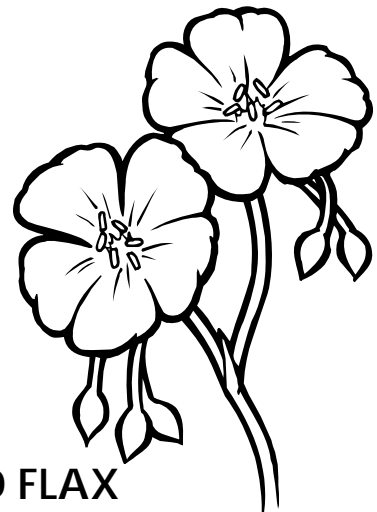
CREeping JUNIPER



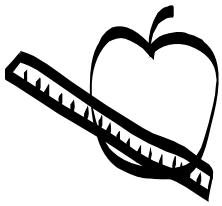
OSAGE ORANGE



GOLDEN
CURRANT



LEWIS' WILD FLAX



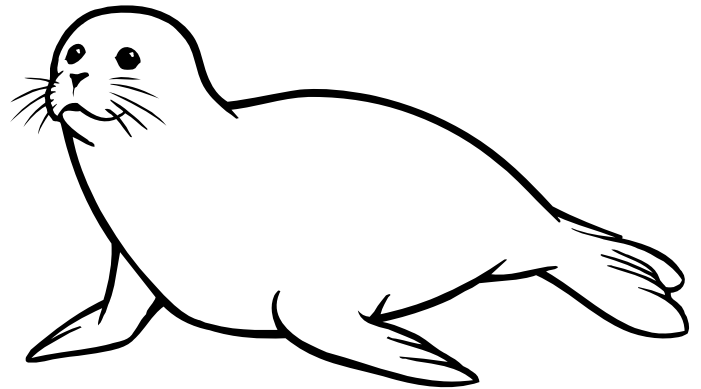
Trail Plants and Animals (2)

Teacher Resource

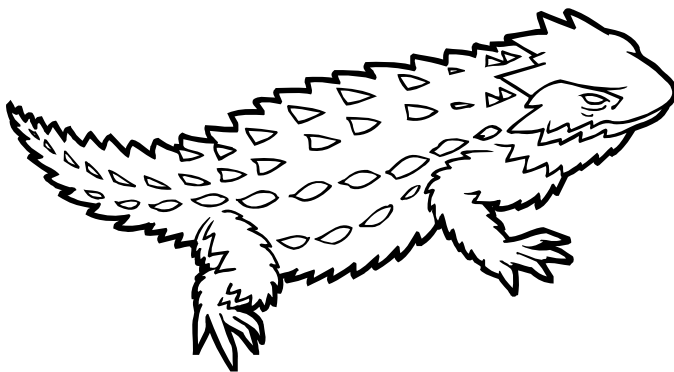
PRAIRIE DOG



HARBOR SEAL



PLAINS HORNED TOAD



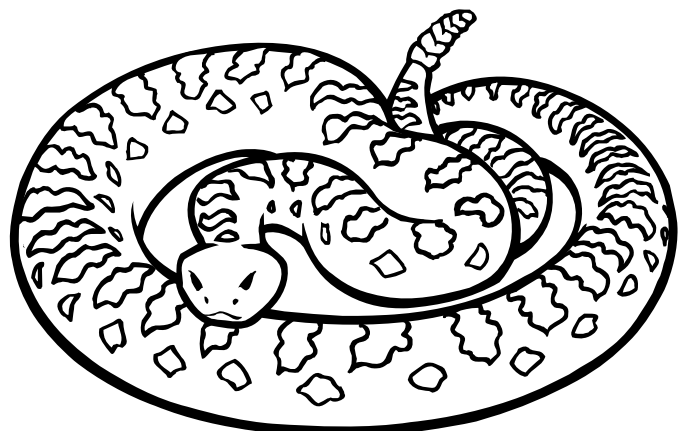
BLACK-BILLED
MAGPIE

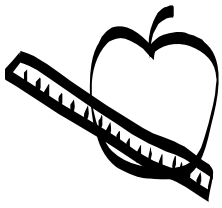


GRIZZLY
BEAR



PRAIRIE RATTLESNAKE





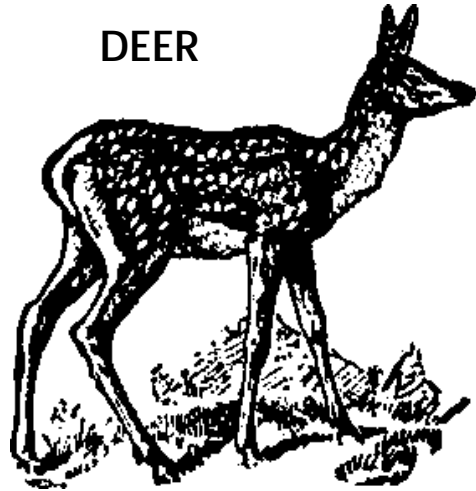
US Plants and Animals (1)

Teacher Resource

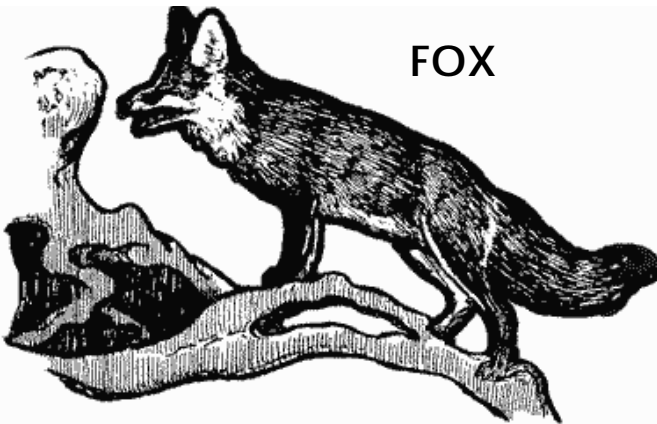
WOLF



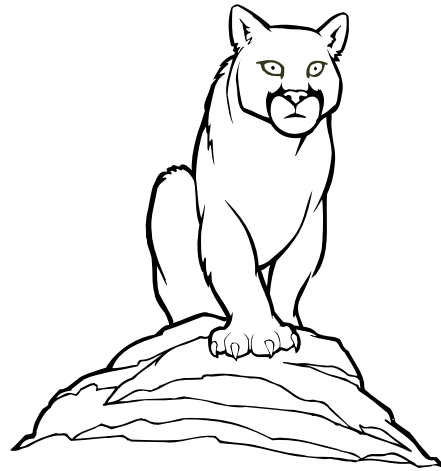
DEER



FOX



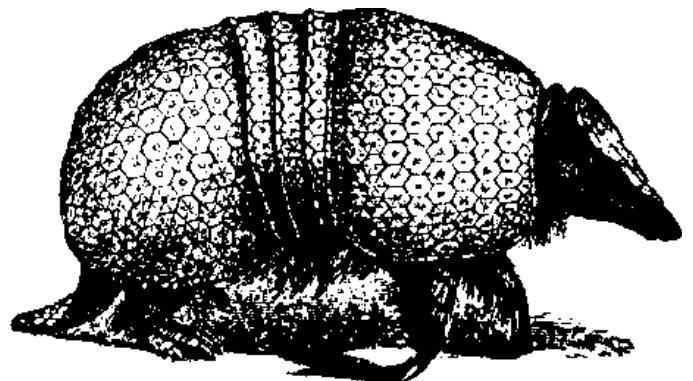
MOUNTAIN LION

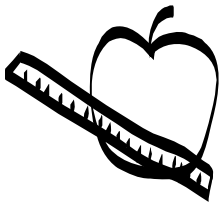


BISON



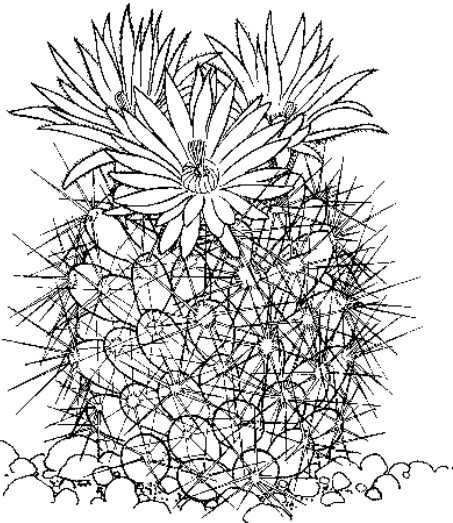
ARMADILLO



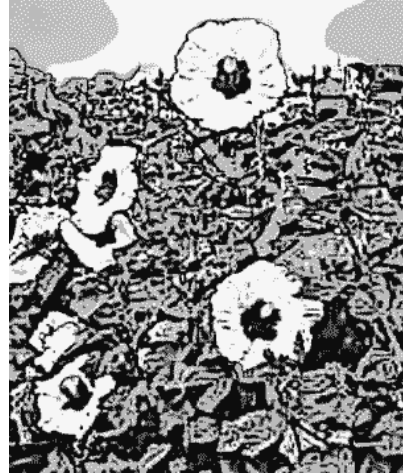


US Plants and Animals (2)

Teacher Resource



CACTUS

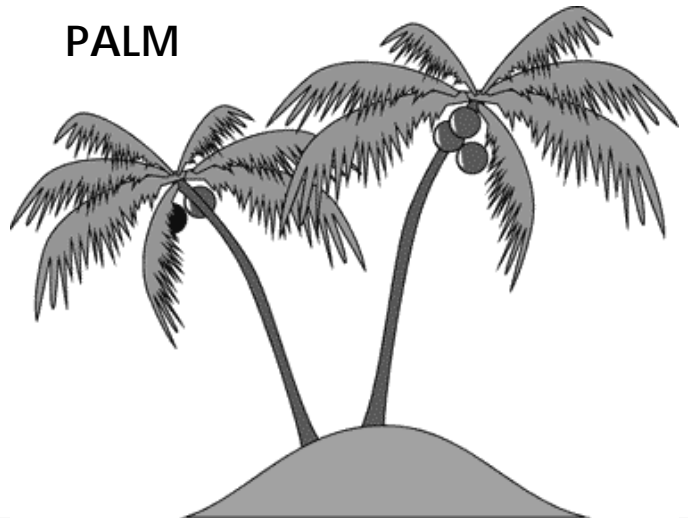


HIBISCUS

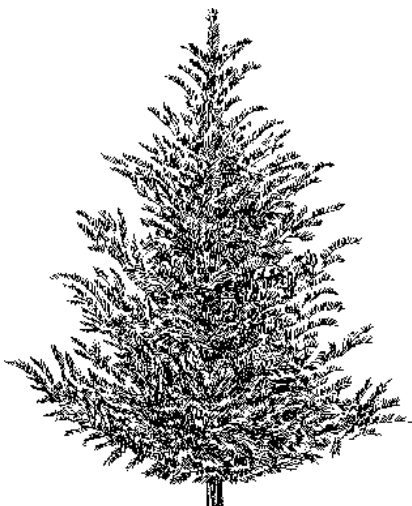
OAK



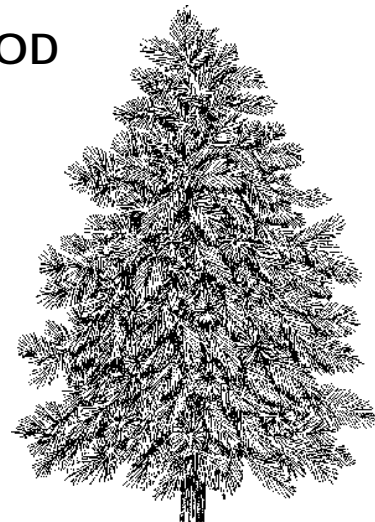
PALM

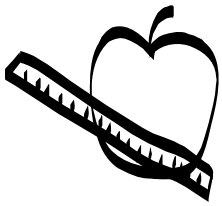


PINE



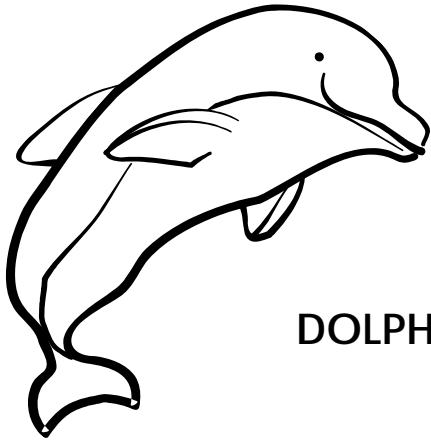
REDWOOD



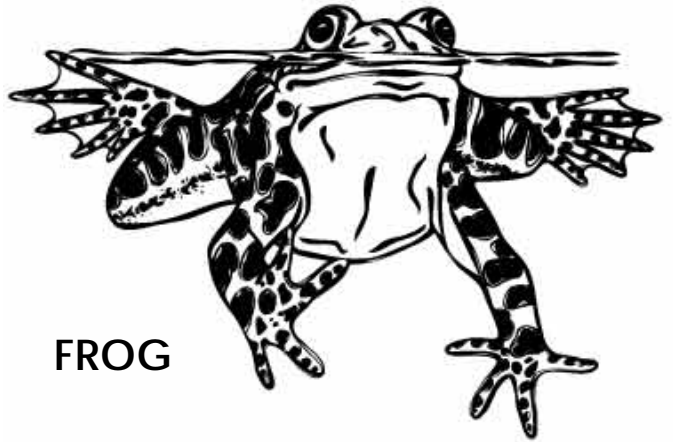


US Plants and Animals (3)

Teacher Resource



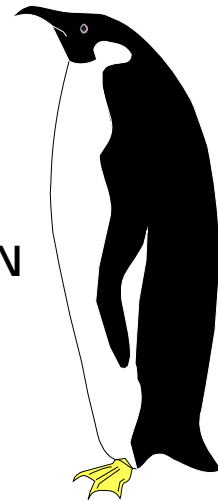
DOLPHIN



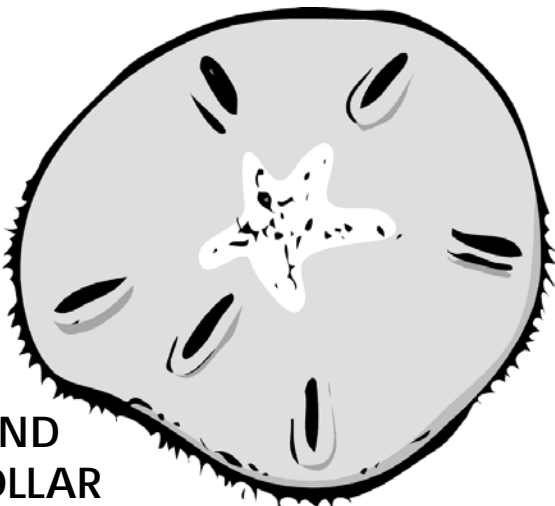
FROG



ALLIGATOR



PENGUIN



SAND
DOLLAR



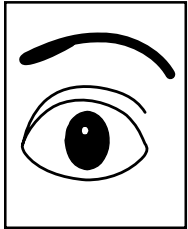
SALMON



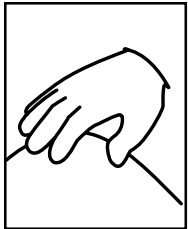
Name _____

Look What I Found

Directions: Draw and write about the characteristics and the environment of your "discovery."



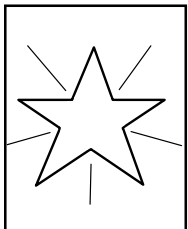
What does it look like?



What does it feel like?



Where would you find it?



What else is special about it?
